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A STUDY OF ATTITUDES OF STUDENTS TOWARD
PHYSICAL EDUCATION AT TURNER HIGH SCHOOL,
CARTHAGE, TEXAS



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TOWARD PHYSICAL EDUCATION AT
TURNER HIGH SCHOOL, CARTHAGE, TEXAS

A Thesis

A Thesis

By

Otis Noble Ragsdale

Submitted to the Graduate School of
Prairie View Agricultural and Mechanical College
In Partial Fulfillment of the

Approved as to style by:
Degree of

MASTER OF SCIENCE

GV
208
R33

August, 1964

PHYSICAL EDUCATION

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The writer wishes to express his sincere appreciation to all who made this study possible and particularly to the students of the Turner High School, Carthage, Texas.

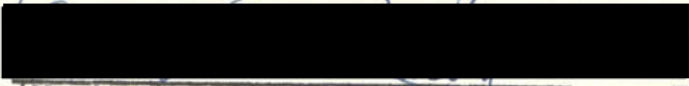
The investigator is indebted to Dr. Herman J. Johnson and Dr. C. A. Wood for their guidance and patience through this study.

Approved as to style and content by:

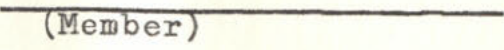

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ACKNOWLEDGEMENT

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O.N.R.

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Education has always served the avowed purpose of educating people. The general theme of democracy, with its emphasis on respect for personality and the optimum development of the total individual, characterizes American education. Education recognizes the surrounding culture as a given and tries to improve it. Free leadership in education

¹Ellen D. Fraser, Joan B. Bramford and Marie Hastings, The Child and Physical Education. New Jersey: Prentice-Hall, Inc., 1966, p. 1.

²Eugene Nixon and Frederick W. Goss, An Introduction To Physical Education. Philadelphia: W. B. Saunders, 1959, p. 143.

CHAPTER I

INTRODUCTION

A century ago education was interested in the mind only, and the curriculum consisted of reading, writing, and arithmetic.¹

Now, since the advent of Sputnik and the era of inter-continental ballistic missile development there has been a continuous and important re-evaluation of the purposes and function of public schools in America. Many individuals and groups advocate a return to the "fundamentals." A de-emphasis on "social adjustment" and "citizenship" as major aims of the schools and a primary emphasis on "training the mind."²

Education has always served the avowed purposes of a people. The general theme of democracy, with its emphasis on respect for personality and the optimum development of the total individual, characterizes American education. Education recognizes the surrounding culture at anytime and place and tries to improve it. True leadership in education

¹Ellen D. Fraser, Joan B. Bransford and Mamie Hastings, The Child and Physical Education. New Jersey: Prentice-Hall, Inc., 1956, p. 1.

²Eugene Nixon and Frederick W. Cozen, An Introduction To Physical Education. Philadelphia: W. B. Saunders Co., 1959, p. 143.

carries with it the responsibility of understanding the past and of having faith in the future.³

Modern education has out grown the limitation of reading, writing, and arithmetic and is interested in the "all around development" of the child.

The aim of education is not merely to help pupils secure information and develop skills; it involves the guiding of purposes, attitudes and interest which affect living, which help or hinder the individual in laying foundations that lead toward a life productive of personal satisfaction and usefulness to society. For these objectives to be obtained by the pupils physical education was injected in the curriculum.⁴

The first organized program of physical education appeared in American Colleges between 1850 and 1860. The first public-school programs appeared somewhat later. Since these beginnings, the development of school... programs have advance steadily, keeping pace with advancements in the philosophy of education and in the biological sciences.⁵

Approximately three-fourths of the states of the United States have some type of direct state legislation requiring

³Clifford Lee Brownell and E. Patricia Hagman, Physical Education - Foundation and Principles. New York: McGraw-Hill Book Company, 1951, pp. 31-91.

⁴Clyde Knapp and E. Patrician Hagman, Teaching Methods For Physical Education. New York: McGraw-Hill Book Company, Inc., 1953, pp. 20-21.

⁵Nixon and Cozens, op. cit., p. 114.

the inclusion of physical education in the school curriculum. In the remaining states, physical education experiences are provided in most schools either on a required or elective basis, according to school district board of education rulings and curriculum adoptions. This widespread inclusion of physical education in the school curriculum is a comparatively new department in American education.⁶

Physical education is an integral part of the total education process. It holds a place of equal importance with other subject areas.⁷

Throughout man's history, practices in physical education have expressed the way people have thought about their bodies and about themselves. Man's deepest philosophical, spiritual and religious beliefs have always been tied up with his understandings and attitudes toward his body and its treatment.⁸

Some of the professional leaders attitudes toward physical education are quoted as follows:

Brownell and Hagman states "physical education is the accumulation of wholesome experiences through participation

⁶Ibid., p. 114.

⁷John H. Jenny, Physical Education, Health Education and Recreation. New York: The Macmillan Co., 1961, p. 3.

⁸Hilda Clute Kozman, Rosalind Cassidy, and Chester O. Jackson, Methods in Physical Education. Philadelphia: W. B. Saunders Company, 1958, p. 101.

in large-muscle activities that promote optimum growth and development."⁹

Oberteuffer replied that "physical education contributes much to growth and development."¹⁰

Williams and Brownell said "physical education is the sum of man's physical activities selected as to kind, and conducted as to outcome."¹¹

Nash briefly states, "physical education is the administrative or teaching division of education that is concerned with the vigorous total body activities as distinct from the manual, musical or scientific activities and from the tool subjects."¹²

Charles Cowell states, "some accept physical education as the social process of change originating primarily from the stimulus of social big-muscle-play activities we see that personality must be considered and understood as an aspect of the social process."¹³

Jenny states, "there are those who would forget or skip

⁹Brownell and Hagman, op. cit., p. 17.

¹⁰Delbert Oberteuffer, Physical Education. New York: Harper and Brothers, 1951, p. 2.

¹¹Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health and Physical Education. Philadelphia: W. B. Saunders Co., 1946, p. 10.

¹²Jay B. Nash, Interpretations of Physical Education. New York: A. S. Barnes and Company, Inc., 1931, p. 3.

¹³Charles C. Cowell, The Scientific Foundations of Physical Education. New York: Harper and Brothers, 1953, p. 51.

the physical in attempts to "correlate," or "integrate," physical education with others areas of the total curriculum. It must always be kept in mind that physical education deals directly with the physical.¹⁴

According to Fraser, Bransford and Hastings, if this nation is to have strong efficient people we must emphasize physical fitness.¹⁵

Wilkerson makes this comment at the National Convention for Health, Physical Education and Recreation in 1963 that, "we as physical educators shouldn't place our secondary objectives ahead of our primary objectives "physical fitness." Physical fitness has become not only a necessary means of survival, but a mark of distinctions, as well.¹⁶

The recent upsurge of national interest in physical fitness, in maintenance of good health, and in the recreation of men whose leisure will steadily be increased by automation, prompts a historian of education to remember that education for good health, for physical and mental well being, and for the worthy use of leisure have been important educational objectives in the west since homeric times some

¹⁴Jenny, op. cit., p. 5.

¹⁵Fraser, Bransford, and Hastings, loc. cit.,

¹⁶Charles B. Wilkerson, "The Nation Fitness - Challenge For The Profession," Journal of Health, Physical Education and Recreation, XXXIV, June, 1963, 16.

²⁰Wilkerson, op. cit., p. 30.

thirty-two or thirty-three hundred years ago.¹⁷ Every one knows that the work week will be reduced, that automation will cause a good deal of physical work to disappear and there will be more leisure.¹⁸

In physical education of men and women there are just as many bridges that can be built with academic departments. Think only of the history of physical education, any student of that history becomes a student of general history. One could not adequately study the social and cultural history of the west without becoming acquainted with history of physical education.¹⁹

Wilkerson said, "he would like to look forward to the day when physical education is as completely blended into the educational system in this country as it is in some schools in Europe. Every three periods of academic work must be followed by a period of physical activities. This is the only way in which we can fulfill our responsibilities to our profession, to our school children and to our country."²⁰

During the middle ages there were influences that

¹⁷Robert H. Beck, "The Greek Tradition and Today's Physical Education," Journal of Health, Physical Education, and Recreation, XXXIV, June, 1963, 20.

¹⁸Ibid., p. 50.

¹⁹Ibid., p. 50.

²⁰Wilkerson, op. cit., p. 50.

formed a barrier for the progress of physical education. These influences are scholasticism and asceticism.²¹

Scholasticism may be thought of as an attitude which would glorify the mental aspects of life to the degradation of the physical.²² It is particularly important for the physical educator to note that the spirit of scholasticism is still influential in the modern world particularly among university faculties.²³

Asceticism is an attitude of austere self-denial which commonly sets the soul and body in opposition and finds it necessary to degrade latter in order to glorify the former out of asceticism. Their attitude toward all things physical are termed as being childish, foolish, vicious and never find value in physical perfection.²⁴

Authorities have different points of view on attitudes. Malfetti writes that "attitude is an accumulation of information and experiences that predispose an individual to certain behavior."²⁵ Brownell and Hagman states, "attitude

²¹Nixon and Cozens, op. cit., p. 120.

²²Ibid., p. 120.

²³Ibid., p. 121.

²⁴Ibid., pp. 121-122.

²⁵James L. Malfetti, "Attitudes and Safety in Recreation," Public Health Report, XLXXVIII, June, 1963, 477.

is an emotionalized feeling about anything."²⁶ Nixon and Cozens agreed with Brownell and Hagman as they write that "attitude is an established type of mental response to any or all of a class of situations which the individual identifies as fundamentally alike."²⁷

Attitudes are an integral part of the state of readiness of an individual and may exert either a directive, compulsive, or inhibitory effect on the individual's pattern of reaction.²⁸

Anderson writes" Frequently, in the development of attitudes, several specific attitudes may be integrated with or even incorporated into, a more general attitude" but that, for the most part, attitudes must be developed for specific situations or closely related situations.²⁹

The teachers' attitude toward teaching the child must be ethical. The teacher possesses requisite attitudes and would have the desire to know, appreciate, and understand

²⁶Brownell and Hagman, op. cit., p. 371.

²⁷Nixon and Cozens, op. cit., p. 195.

²⁸Brownell and Hagman, loc. cit.

²⁹Robert E. Schneider, Methods and Materials of Health Education. Philadelphia: W. B. Saunders Company, 1958, p. 89.

the need, potentialities, interest, peculiarities, and abilities of each pupil; a desire to serve the community by providing the best possible program for its children; unselfish, sympathy, tolerance, and practice toward the pupils; alertness and progressiveness in following trends in physical education; a desire to adopt one's idea and plans to those of the administration; and enthusiasm, courage, and firmness in working for the best interest of the child.³⁰

The attitudes of other teachers in the school toward physical education influence the way boys and girls feel about it. If these other teachers show indifference or contempt for the importance of the program, if the administration shows lack of consideration for the department in planning school organization, if the principal places too much emphasis upon successful winning teams, if the community looks upon physical education as a waste of money and a fooling away of time, boys and girls are sure to reflect these attitudes. Disapproval of play, religious taboos, standards of style, propaganda and advertising, vitally affect the way in which boys and girls look at the physical education program. If there is

³⁰ Elwood Craig Davis and Earl L. Wallis, Toward Better Teaching in Physical Education. New Jersey: Prentice-Hall, Inc., 1961, p. 233.

recognition on the part of teachers, administrators and communities of the values which physical education experiences usually demonstrate, these positive attitudes will be reflected in the attitudes of boys and girls.³¹

The way the boy and girl accept physical education experiences is determined very often by what they think about the teacher: the way he looks and speaks, his clothes, his responses to them, the way they get along with one another as well as their attitudes towards pupils all play an important part in the physical education experiences of boys and girls.³² However, in order to establish a generalized framework or theoretical structure for attitude toward physical education, opinions on the over-all social, emotional, and physical benefits of participation in physical education must be considered... .. Physical education is limited to mean the organized school program in contrast to the term physical activity which has a broader meaning including voluntary, personally organized participation.³³

Statement of the Problem

Physical education is one of the newest subjects in

³¹Laurentine Collins, Physical Education in the Secondary School. New York: A. S. Barnes and Company, 1940, p. 58.

³²Ibid., p. 57.

³³Jack Keogh, "Analysis of General Attitudes Toward Physical Education," Research Quarterly, XXXIII, May, 1962, 239.

the modern educational program. Physical education has a responsibility for concomitant learnings but it has a greater responsibility for physical development of the body. All the many activities of physical education have distinct contributions of their own to make to the development of the individual, as well as general contributions to make to the total education of the individual. Physical education, then, is an area of education which capitalizes upon the use of physical activities which, when properly organized and conducted, become tools and techniques of general education as well.³⁴

This study is designed to determine the students attitude toward physical education at Turner High School, in Carthage, Texas.

Purpose of the Study

Physical education is an important part of general education. However, like any other substance, physical education loses many of its true values if it is separated from other subjects of the general education curriculum. In this study the investigator hopes the students will take Wilkersons' advice "...Adopt vigorous exercise as a part

³⁴Jenny, Loc. cit.,

³⁵Wilkerson, op. cit., p. 17.

³⁶Ibid., p. 17.

of your way of life."³⁵

The purpose of the study is to analyze stated attitudes toward physical education.

Need of the Study

Physical education is practical training which is applied to a person's daily living, growth, food, rest, exercise, and recreation. No child can participate enjoyably in any game, sport, or activity if he lacks the strength, stamina, and agility to perform with reasonable degree of success.³⁶

The need of the study is to reveal the attitude students are developing toward physical education at Turner High School, Carthage, Texas.

Source of Data

One of the major sources of information in this study will be the library. Another means of securing data for this study will be through the administering of Wear's Physical Education Attitude Inventory to the students of Turner High School, Carthage, Texas.

Limitation

The study is limited to boys and girls enrolled at

³⁵Wilkerson, op. cit., p. 17.

³⁶Ibid., p. 17.

CHAPTER II

REVIEW OF RELATED LITERATURE

A primary goal of educational program is to develop self-motivated and self-directed graduates. Thus, one of our most important concerns in school physical education programs is that students develop positive attitudes toward active participation in physical activity, which will lead them to seek further physical activity after leaving the organized school program. Understanding the nature of attitude toward physical education seems essential as a guide in developing them.³⁷

Nemson found that compulsory participation in physical education classes frequently results in some degree of resentment on the part of the students. While in extreme cases it may be exhibited by rebellion or other overt action, it may usually be expected to be milder in form, requiring special techniques for its observation.³⁸

³⁷Jack Keogh, "Analysis of General Attitudes Toward Physical Education," Research Quarterly, XXXIII, May, 1962, p. 239.

³⁸Edward Nemson, "Specific Annoyances in Relation To Student Attitude In Physical Education Classes," Research Quarterly, XX, October, 1949, p. 336.

In reporting the results of an attitude study, Carr has suggested "that if undesirable attitudes are obstacles to learning they should be revolved."³⁹ It would seem that the reason for an undesirable attitude must be expected to be particularly frequent in the case of required subjects and physical education is a required subject in the high schools of the state of California.

Kane and Hodgson study revealed "that the special group opinion was in favor of an elective rather than a required, program of physical education."⁴⁰ Students who worked, in addition to going to college was more attracted to the elective physical education program than the student who did not work. These findings contradict the opinion of Alden and Marshall "that the student who is partially self-supporting does not have time for physical education unless it is required."⁴¹⁻⁴²

³⁹Martha G. Carr, "The Relationship Between Success in Physical Education and Selected Attitudes Expressed by High School Freshmen Girls," Research Quarterly, XVI, October, 1945, pp. 175-191.

⁴⁰Isabel B. Kane and Pauline Hodgson, "A Study Of Factors Influencing Participation of College Women in an Elective Program of Physical Education," Research Quarterly, X, March, 1939, p. 65.

⁴¹Mable Avis Alden, "The Factors in the Required Physical Education Program That Are Least Attractive to the College Girl," Research Quarterly, III, December, 1932, pp. 97-107.

⁴²Ibid., p. 3-17.

Attitudes toward requirement in physical education was questioned by a special group in Kane and Hodgson study. The findings was seventy-five per cent favored the elective program, the remaining twenty-five per cent favored the required program. These findings disagreed with the report from institutions where the required program is enforced according to Marshall Wiedamann, and Howe in their study.⁴³⁻⁴⁴

Nelson using an elective type of personality questionnaires found decided differences between ROTC and physical education high school students. The military students have an attitude less in favor of physical activity and competition. The military group prefers participation in competitive intellectual amusements to athletic games, and believes it is not very difficult for a person to keep his temper if he is trying hard to win a game. The boys who took military science instead of physical education had a less favorable attitude towards competition, games, and athletics.

Nemson mentioned in his study that Clevett did some work on interest and their effect on participation of boys

⁴³Violet B. Marshall, "A Discussion of the Requirement in Physical Education for Women in College Universities," Research Quarterly, V, December, 1934, p. 3-17.

⁴⁴Inge Von Lewinski Wiedamann and Eugene C. Howe, "Undergraduate Attitudes and Interests With Regards To Physical Education Activities At Wellesley College," Research Quarterly, XIX, March, 1948, pp. 9-16.

in voluntary physical education activities, such as recreational programs found in YMCA's. The present writer could find no studies that had attempted to determine whether or not behavior problems of boys in required programs (as exemplified by poor attitudes) are created by distasteful factors which are found within physical education situation. From personal observation it was reasoned that if these factors were present, and if the physical educator could discover what they were, they might be reduced or eliminated, and thus physical education would become less of an obligation and more a source of enjoyment and learning.⁴⁵ Kane and Hodgson study revealed "the students expressed the view that 'pure enjoyment' was the main reason for electing physical education."⁴⁶

According to Craig's study on attitudes, in a well organized program in sports, the average college student will select activities high in carry over values and will enjoy taking them. He expects to make future use of the activities he takes, but even where he does not expect to continue participating he feels that his courses were worthwhile. He believes that exercise and joy of playing are the most important benefits he can derive from physical

⁴⁵Nemson, op. cit., p. 337.

⁴⁶Kane and Hodgson, Loc. cit.

education. The average college student shows a good balance of ideas concerning sports and can be properly allowed to exercise his own judgement in such matters.⁴⁷

Bullock and Alden findings acknowledge that experiences of a student in high school physical education has been thought to be important in affecting the students attitude toward physical education in high school was relatively small: There is no significant differences between the two groups in this respect. Likewise there is no difference in regard to a favorable attitude toward physical education or/ and attitude of indifference.⁴⁸

In Keogh study it was found that physical activity is an emotional experience for most people, whether they are participating or observing and perhaps even when thinking about values and meanings related to physical activity.⁴⁹

Sutton-Smith's study revealed that "children

⁴⁷H. W. Craig, "Sports Interest and Attitudes of Students Enrolled in the Service Curriculum in Physical Education at the University of Illinois," Research Quarterly, X, May, 1939, p. 149.

⁴⁸M. Bullock and F. D. Alden, "Some of the Factors Determining the Attitude of Freshmen Women at the University of Oregon Toward Required Physical Education," Research Quarterly, IV, December, 1933, pp. 60-70.

⁴⁹Jack Keogh, "Extreme Attitudes Toward Physical Education," Research Quarterly, XXXIV, March, 1963, pp. 32-33.

⁵²Marguerite C. Peschman, "Attitudes: Their Significance in Education For The Gifted," Journal of Educational Psychology, XXIII, March, 1942, p. 117.

participation in achievement games contributes to physical, intellectual, and social learning."⁵⁰

Whittle found in his study that boys who participate a lot in extra class physical activities are superior in the affective elements of those who participate a little in such activities.⁵¹

When the schools develop the wisdom to collect and meditate upon the attitudes both expressed and implied from all sources. When they are able to analyze, evaluate and view them objectively and without prejudice, then will they better understand how to foster desirable attitudes in ... children. For children are not originally equipped with attitudes but rather acquire them as a result of learning situations.⁵²

Cowell prepared a list of purposes in physical education and presented it to 1400 junior and senior high school students from twelve to seventeen years of age. The students were instructed to underline each purpose which applied to them and add any others. When they were finished, they

⁵⁰Brian Sutton-Smith, et al, "Game Involvement in Adults," Journal of Social Psychology, IX, June, 1963, p. 25.

⁵¹H. Douglass Whittle, "Effects of Elementary School Physical Education Upon Aspects of Physical, Motor, and Personality Development," Research Quarterly, XXXII, May, 1961, pp. 259-260.

⁵²Marquerite C. Peachman, "Attitudes: Their Significance in Education For The Gifted," Journal of Educational Psychology, XXXII, March, 1942, p. 197.

were to mark their selection numerically in order of importance. In his finding "mastery of a variety of game skills" was the dominant purpose for both sexes. "To be a star player" was strong purpose for senior high school boys." "To have fun" "and to keep healthy and well" ranked very highly in both frequency and strength. Other high ranking purposes were "to learn to control myself and be a good sport," "to develop strong muscles" and "to learn to be a good team player." The purposes that was found in the study are agreed by other writers from a specific or general point of view.

Bell study was concerned with the attitudes toward physical education in the aspect of contributions toward the child's social adjustment. He felt that physical education could contribute to children:

1. The feeling of social recognition and approval through participation in activity.
2. Develop the "likes of society," such as co-operation, honesty, justice, good character and personality traits.
3. Organized free play, recreation, and athletics.
4. Offer instruction in matter pertaining to health needs.
5. Professionally trained leaders who have an understanding of children's needs.⁵³

⁵³William M. Bell, "The Sociological Contributions of Physical Education to the Needs of Negro," Research Quarterly, X, May, 1939, pp. 141-142.

According to Laird and Cumbee programs designed to effect a change in attitudes should provide for many direct experiences, active participation in intergroup activities.⁵⁴

Previously, the writer mentioned the importance of the teacher influencing the attitude of students in Chapter I. In Ofchus and Gnagey's study the finding was "the tendency for students to transfer on to the instructor their feelings about a mother-father authority" figure.⁵⁵ Hazelton and Piper found "the advice of the faculty was the determining factor in choosing activities."⁵⁶ Tschechtelin and Hipkind study revealed "the average attitude of children toward their teachers is substantially favorable."⁵⁷

⁵⁴Dorothy S. Laird and Carroll F. Cumbee, "An Experiment in Modifying Ethnic Attitudes of College Students," Journal of Educational Sociology, XXV, March, 1952, p. 409.

⁵⁵Leon F. Ofchus and William J. Gnagey, "Factors Related to the Shift of Professional Attitudes of Students in Teacher Education," Journal of Educational Psychology, LIV, June, 1963, p. 153.

⁵⁶Helen W. Hazelton and June Rose Piper, "A Study of Social Values of a Team Game and of Two Individual Sports as Judged by the Attitudes of Freshmen College Women," Research Quarterly, XI, May, 1940, pp. 57-58.

⁵⁷Sister M. Amatora Tschechtelin and M. John Frances Hipkind, "Measuring the Attitudes of Elementary School Children Toward Their Teachers," Journal of Educational Psychology, XXXI, March, 1940, p. 202.

The student attitudes are close related to their parent's attitudes. According to Noguee and Levin "the political attitudes of college youth today are strikingly similar to their conceptions of their parents' attitudes."⁵⁸ Stager and Drought's finding was "the child's attitude toward his parent is determined, not only by parental treatment but also by the personality of the child."⁵⁹

Attitudes of students will change because of several factors. Lombardi found in his study "the student's attitude changes were found to be significantly related to educational level of the mother."⁶⁰ The higher the educational level of the mother the more likelihood of a favorable attitude change on the part of the student. the lower the educational level of the mother the more likelihood of an unfavorable attitude change on the part of the student. Students who declined in scholastic average tended to have an unfavorable attitude change. Students whose scholastic averages improved or remained the same

⁵⁸ Philip Noguee and Murray B. Levin, "Some Determinants of Political Attitudes Among College Voters," The Public Opinion Quarterly, XXII, Winter, 1958-1959, p. 463.

⁵⁹ Ross Stager and Neal Drought, "Measuring Childrens Attitudes Toward Their Parents," Journal of Educational Psychology, XXVI, March, 1935, p. 176.

⁶⁰ Donald N. Lombardi, "Factors Affecting Changes in Attitudes Toward Negroes Among High School Students," Journal Of Negro Education, XXXII, Spring, 1963, pp. 135-136.

tended to have favorable change in attitude. The decline in scholastic average is more likely to be increased in prejudice toward race.

Baker gave a questionnaire survey to 1150 girls and women between the ages of 15-25 and concluded from her results that "Psycho-Physical factor seemed to exert very slight influence on participation in physical education." She further concluded that attitudes in relation to physical activities were a reflection of the influence of outside factors.⁶¹

Beymer and Hardaway was in agreement with the results of other studies concerning attitudes They found that attitudes are influenced by many factors both inside and outside the school room and that reported attitude may not always be indicative of felt attitudes.⁶²

In this study was shown by placing emphasis on having students become acquainted with each other as early in the semester as possible. The volume of social interaction over a period of six weeks almost doubled in all classes regardless of the type of activity. In attempting to

⁶¹Mary C. Baker, "Factors Which May Influence The Participation In Physical Education Of Girls and Women 15-25 Years of Age," Research Quarterly, XI, May, 1940, pp. 126-131.

⁶²Lawrence Beymer and Charles W. Hardaway, "A Study of Attitudes of Teachers and Pupils Toward MPATI," The Teachers College Journal, XXXIV, May, 1963, p. 179.

increase social interaction in her classes, the physical education teacher is helping her students become better socially adjusted individuals. It was revealed that the number of social isolates decreases as the members of the group become better acquainted. There would be even more change in status, if we attempted to improve human relations in classes through better guidance in the development of social attitudes according to Skubic.⁶³

The attitudes of boys and girls toward physical education are favorable in Hoffman's study.⁶⁴ "The average male student of today exhibits a presumably greater muscular development of body part in comparison to his predecessor of yester year." Increased physical activity and the great advance of physical education are probably the most pertinent answers to the occurrence. Orr and Brown found in their study "the girls enrolled in the academic course entered more activities than those girls in commercial courses."⁶⁵

⁶³Elvera Skubic, "A Study In Acquaintanceship and Social Status in Physical Education Classes," Research Quarterly, XX, March, 1949, p. 85.

⁶⁴Clifford J. Hoffman, "Changes in the Ages and Physical Measurement of Students at the University of Michigan, As Noted by a Comparison Between Two Freshmen Groups (1899-1900 and 1938), Research Quarterly, X, October, 1939, p. 89.

⁶⁵Ada E. Orr and Francis J. Brown, "A Study of the Out-of-School Activities of High School Girls," Journal of Educational Sociology, V, September, 1931, p. 273.

Keogh study revealed the high groups could be characterized as physically active with high personal judgements of their physical skills and of the relative importance of physical activity in their lives. The low group were surprisingly active physically but were very critical of their high school physical education programs and made less favorable personal judgements.⁶⁶

Keogh so aptly stated in his study "if our school programs are to be successful then we must know that they contribute to the development of positive attitudes toward continued active participation."⁶⁷

valid records but the prepared attitude scale offers the advantage of presenting subjects a standard set of prepared and selected responses, as well as providing a quantified measure. The Year Inventory (Form A) is a carefully prepared instrument of 30 items which asks subjects to consider "physical education only from the standpoint of its place as an activity course taught during a regular class period." A subject indicates the relative strength of his agreement or disagreement on each statement using the following scoring system: (1) strongly disagree; (2) disagree; (3) undecided; (4) agree; or (5) strongly agree. Each subject

⁶⁶Keogh, Loc. cit.

⁶⁷Keogh, Loc. cit.

⁶⁸See Appendix III.

CHAPTER III

METHODOLOGY

For the purpose of this study, the analytical survey method was used. The Wear Physical Education Attitude Inventory (Form A)⁶⁸ was selected as the instrument to use in measuring subject attitudes toward physical education. The measurement of personal attitudes is a complex task which can be undertaken by a variety of techniques, such as directed questioning and behavior observation records but the prepared attitude scale offers the advantage of presenting subjects a standard set of prepared and selected responses, as well as providing a quantified measure. The Wear Inventory (Form A) is a carefully prepared instrument of 30 items which asks subjects to consider "physical education only from the standpoint of its place as an activity course taught during a regular class period." A subject indicates the relative strength of his agreement or disagreement on each statement using the following scoring systems: (1) strongly disagree; (2) disagree; (3) undecided; (4) agree; or (5) strongly agree. Each subject indicated the degree of his responses by placing an

⁶⁸See Appendix III.

"X" in a square block underneath the response on a separate answer sheet.⁶⁹ The sum of the 30 items provides an indication of subject's attitude toward physical education.

Each statement was related to one of the four general objectives of physical education: Social (s), emotional (e), physical (p), and general (g). Twenty items refer to social, emotional, and physical benefits of physical education. The ten general items refer to the more general benefits of participation; (items 9, 12, 27) and the relative value of physical education in the school program (items 1, 5, 14, 17, 24, 26, 30).

The subjects were 103 boys and 129 girls of the Turner High School in Carthage, Texas. Eight class sections were selected at random to give their response on each item. Form A of the Wear Inventory was administered to each class. The cooperation of the groups, once they were presented with the Wear Physical Education Attitude Inventory (Form A) was excellent, at least 90 per cent of those presented usually handing in completed inventory. Some members of each class were, of course, absent on the day the inventory was administered, but since there was never any advance notice about this part of the investigation, there is no reason to believe that the responses of these absentees

⁶⁹See Appendix III.

would have been generally different from those of the rest of the subjects.

ANALYSIS OF DATA

In order to facilitate easy handling of the data collected in this study, it was necessary to construct a master tabulation and from which the necessary inferences could be set up. The first tabulation made was to determine the number of students represented in the year inventory which had been returned as described in table 1.

TABLE 1

THE NUMBER OF STUDENTS REPRESENTED IN THE YEAR INVENTORY

Group	Number Represented
Boys	103
Girls	129
Total	232

CHAPTER IV

ANALYSIS OF DATA

In order to facilitate easy handling of the data collected in this study, it was necessary to construct a master tabulations and from which the necessary tables could be set up. The first tabulation made was to determine the number of students represented in the Wear Inventory which had been returned as described in Table I.

TABLE I

THE NUMBER OF STUDENTS REPRESENTED
IN THE WEAR INVENTORY

Group	Number Represented
Boys	103
Girls	129
Total	232

The analysis of data was based on four arrangements of the data. First, boys and girls were compared on the basis of their 1-5 response to each item. Second, response categories 4 and 5 were combined to determine the per cent of subjects who agreed with a statement; no negatively worded statements it was necessary to combine response categories 1 and 2. Third, boys and girls were compared on the basis of their 1-5 response to selected items. Fourth, grade levels compared on the basis of their 1-5 response.

The boys and girls attitudes toward physical education demonstrated a marked similarity in their pattern of agreement. The full selection of response categories from 1-5 was used to compare the distribution of responses of boys and girls on each of the thirty Wear Physical Education Items. None of the boys - girls differed by more than 5 per cent in their attitudes on only eight items, and in no instance was the difference larger than 9 per cent. The minimal differences on the Wear responses indicated that boys and girls were not different in their stated attitude toward physical education. The information was revealed in Table II which follows.

According to other studies on attitudes toward physical education, if the agreement was less than 60 per cent, the statement was considered to demonstrate a conflict in

TABLE II

COMPARISONS OF BOY AND GIRL RESPONSES TO EACH
ITEM OF THE WEAR INVENTORY

Item Number	Groups	Number of Students	Per Cent of Response				
			strong- ly dis- agree	dis- agree	unde- cided	agree	strongly agree
1.	Boys	103	36	48	11	12	0
	Girls	129	43	47	0	6	2
2.	Boys	103	27	62	1	7	0
	Girls	129	27	52	1	11	6
3.	Boys	103	0	14	0	58	25
	Girls	129	4	14	0	62	18
4.	Boys	103	3	25	1	38	30
	Girls	129	7	18	3	45	24
5.	Boys	103	21	54	0	15	7
	Girls	129	19	47	4	19	8
6.	Boys	103	34	40	4	14	4
	Girls	129	27	48	4	9	9
7.	Boys	103	1	11	1	58	26
	Girls	129	2	13	4	55	24
8.	Boys	103	1	4	2	40	49
	Girls	129	2	6	6	45	38
9.	Boys	103	20	36	1	27	12
	Girls	129	36	44	2	15	11
10.	Boys	103	57	25	0	7	9
	Girls	129	51	33	3	6	5
11.	Boys	103	4	2	0	50	40
	Girls	129	1	1	2	48	45
12.	Boys	103	3	11	2	53	28
	Girls	129	4	16	6	45	27
13.	Boys	103	31	43	0	18	5
	Girls	129	44	42	3	5	3
14.	Boys	103	28	41	2	20	6
	Girls	129	31	43	3	13	6

TABLE II - CONTINUED

Item Number	Groups	Number of Students	Per Cent of Response				
			strong-ly dis-agree	dis-agree	unde-cided	agree	strongly agree
15.	Boys	103	3	12	2	53	27
	Girls	129	3	15	3	50	26
16.	Boys	103	14	48	1	23	11
	Girls	129	34	43	3	11	6
17.	Boys	103	3	15	0	54	25
	Girls	129	14	16	3	43	21
18.	Boys	103	6	41	4	26	9
	Girls	129	14	46	7	19	10
19.	Boys	103	21	48	3	17	8
	Girls	129	35	41	1	12	10
20.	Boys	103	1	5	1	56	33
	Girls	129	3	3	3	46	43
21.	Boys	103	0	11	0	57	29
	Girls	129	2	11	6	51	28
22.	Boys	103	3	12	0	58	24
	Girls	129	2	7	2	55	31
23.	Boys	103	1	7	2	51	35
	Girls	129	1	10	3	52	32
24.	Boys	103	8	18	2	41	28
	Girls	129	3	15	2	43	34
25.	Boys	103	22	51	0	24	1
	Girls	129	37	37	6	11	6
26.	Boys	103	2	8	0	39	47
	Girls	129	1	2	6	30	59
27.	Boys	103	29	44	1	14	9
	Girls	129	38	39	7	6	6
28.	Boys	103	2	9	0	72	13
	Girls	129	3	12	6	52	24

TABLE II - CONTINUED

Item Number	Groups	Number of Students	Per Cent of Response				
			strong-ly dis-agree	dis-agree	unde-cided	agree	strongly agree
29.	Boys	103	1	10	0	57	29
	Girls	129	3	5	3	55	32
30.	Boys	103	61	25	2	6	3
	Girls	129	52	30	1	8	6

subjects response because a large number of subjects disagree or were uncertain. Agreement response, as reported in Table III, ranged from 10 to 93 per cent with a median of 71 per cent.

On fourteen statements, subjects were in conflict with less than a 60 per cent stated agreement. Six of the fourteen conflict statements were general (G) items. A large number of subjects did not consider "dropping" physical education from the school curriculum (item 1), and "physical education has no place in modern education" (item 30). The content of item 10 was related to physical outcomes in terms of physical education contributing "more harm physically than it does good" but subjects did not agree. On the fifth conflict item (item 25), which was related

TABLE III

PER CENT OF COMBINED BOY AND GIRL AGREEMENT RESPONSE
(N = 232) TO INDIVIDUAL ITEMS OF THE WEAR INVENTORY

Item Number	Objective Represented	Number of "4-5" Response	Per cent of Agreement Response
1	G	25	10
30	G	31	13
2	E	32	13
10	P	33	14
13	S	37	16
27	G	43	18
6	E	44	19
25	P	51	22
14	G	55	23
19	S	56	24
16	P	60	25
5	G	61	26
18	S	77	33
9	G	113	48
4	E	161	69
17	G	166	71
24	G	173	74
12	G	178	76
15	S	182	78
28	E	189	81
3	S	190	82
7	S	190	82
21	E	192	82
22	P	198	85
23	E	200	86
8	P	202	87
29	E	202	87

TABLE III — CONTINUED

Item Number	Objective Represented	Number of "4-5" Responses	Per cent of Agreement Response
26	G	206	88
20	P	209	90
11	S	216	93

values, many subjects did not consider "there is little value in physical education as far as physical well being is concerned."

The subjects did not consider physical education classes "among the poorest for making friends" (item 13), makes "no contribution to the development of poise" (item 6), and "skills in a physical education class do not benefit a person" (item 27). A large number of subjects did not consider "taking physical education only if it were required" (item 5).

In Table III, the data revealed the students highest per cent of agreement was on (item 11), which was related to "associating with others in some physical education activity is fun" and "physical education activities makes for a more wholesome outlook on life." (item 20). A large number of subjects agree that "physical education should be included in the program of every school" (item 26),

and it "makes for more enjoyable living" (item 29).

The students consider physical education as "one of the more important subjects in helping to establish and maintain desirable social standards" (item 3), and agreed that "all who are physically able will profit from an hour of physical education each day" (item 17).

The five statements which had the smallest per cent of agreement next to the conflict statements included three general items. Approximately one-third of the subjects did not believe that "physical education tears down sociability" (item 19), nor that "people get all of the physical exercise they need in just taking care of their daily work" (item 16). Of the ten items with the lowest per cent of subject agreement four were general items. Half of the subjects believed that "vigorous physical activity works off harmful emotional tensions" (item 4).

The items selected in Table IV were conflicting statements to the subjects. These items were related to the value of physical education as a school subject. They differed by more than 5 per cent in their 1-5 response categories on only two items (item 9 and item 17).

An agreement of 80 per cent or more is recognized by wear as representing a consensus or general subject agreement. An agreement by 80 per cent or more of the subjects was recorded for 11 items. Ten of the 11 statements related

TABLE IV

COMPARISONS OF BOY AND GIRL RESPONSES TO
SELECTED ITEMS OF THE WEAR INVENTORY

Item Number	Groups	Number of Students	Per Cent of Response				
			strong- ly dis- agree	dis- agree	unde- cided	agree	strongly agree
1	Boys	103	36	48	1	12	0
	Girls	129	43	47	0	6	2
30	Boys	103	61	25	2	6	3
	Girls	129	52	30	1	8	6
27	Boys	103	29	44	1	14	9
	Girls	129	38	39	7	6	6
14	Boys	103	28	41	2	20	6
	Girls	129	31	43	3	13	6
5	Boys	103	21	54	0	15	7
	Girls	129	19	47	4	19	8
9	Boys	103	20	36	1	27	12
	Girls	129	36	44	2	15	11
17	Boys	103	3	15	0	54	25
	Girls	129	4	16	3	43	21

to social (s), physical (p), and emotional (e) outcomes of physical education has 80 per cent or more response agreement, as reported in Table V.

TABLE V

A COMPARISON OF SIZE OF AGREEMENT RESPONSE OF WEAR
INVENTORY STATEMENTS GROUPED IN RELATION
TO OBJECTIVE REPRESENTED

Objective Represented	Size of Agreement Response			Total
	60% or less	61%-79%	80% or more	
General (G)	6	3	1	10
Emotional (E)	2	1	4	7
Social (S)	3	1	3	7
Physical (P)	3	0	3	6
Total	14	5	11	30

As a fourth approach in analyzing the distribution of responses, grades were compared in terms of per cent of agreement on each of the 30 wear items. The investigation revealed that the grade levels attitudes were favorable toward physical education, except ninth grade girls and twelfth grade boys. The grades demonstrated marked similarity in their agreement responses. The students in the higher grades show a positive attitude toward physical education as reported in Table VI.

CHAPTER V
TABLE VICOMPARISONS OF THE GRADES AGREEMENT RESPONSE
TO THE WEAR INVENTORY

Grade	Group	Number of Students	Number of 4-5 Responses	Per cent
Ninth	Boys	30	419	71
	Girls	23	386	59
Tenth	Boys	24	394	60
	Girls	44	690	63
Eleventh	Boys	28	466	60
	Girls	32	501	63
Twelfth	Boys	21	355	59
	Girls	30	472	63

The boys and girls supported the values of physical education, but they questioned the relative value of physical education as a school subject. This was demonstrated by the agreement response patterns which favored the social, emotional, and physical attitude statements in contrast to the less favorable response on general items. The acceptance of statements related to social, emotional, and physical values associated with physical education suggests a general framework for response. If specific outcomes, such as fun or social pleasure, are

CHAPTER V

SUMMARY

Physical education is a way of education through phys. The subjects were 103 boys and 129 girls of the Turner High School in Carthage, Texas. The subjects were administered the Wear Physical Education Attitude Inventory to determine their attitudes toward physical education. The investigation revealed students have positive attitudes toward physical education. An agreement by 60 per cent or more of the subjects was recorded for 16 items. Eleven of the 16 statements related to social (s), general (g), physical (p), and emotional (e) outcomes of physical education had 80 per cent or more response agreement.

The boys and girls supported the values of physical education, but they questioned the relative value of physical education as a school subject. This was demonstrated by the agreement response patterns which favored the social, emotional, and physical attitude statements in contrast to the less favorable response on general items. The acceptance of statements related to social, emotional, and physical values associated with physical education suggests a general frame work for response. If specific outcomes, such as fun or social pleasure, are

accepted by a student as meaningful it is possible that he generalizes his acceptance of values related to physical education.

Physical education is a way of education through physical activities which are selected and carried on with regard to values and outcome in human growth, development, and behavior. Physical education is a total phase of the total education program, it aims for the same general goals that give purpose to all the other learning aspects of the school. This goal is the development of well-rounded children as responsible citizens in our democratic society.

CONCLUSION

One of the most desirable ways of teaching democracy to boys and girls at a high school level is through a planned program of physical education. Physical education provides a wealth of experiences which, along with others opportunities in the curriculum are particularly important in helping each child to develop a positive attitude toward physical education.

Every child in high school should have an opportunity to participate in a well planned, well conducted physical education program. It is evident that physical education

plays a vital part in the development of all aspects of an individual. Therefore, it should be emphasized as much as any other subject in the curriculum.

RECOMMENDATIONS

The students attitudes toward physical education are influenced by the principals, teachers, and our school programs. Perhaps, through these recommendations our school programs can contribute to the development of positive attitudes toward physical education:

1. All teachers of physical education should have professional training in the field of physical education.
2. The physical status of pupils should be recognized by a yearly physical examination before subjecting them to physical education.
3. Physical education should be a requirement in the curriculum.
4. Provisions should be made where by all students are able to participate in various types of activities.
5. All teachers of physical education should give careful thought to recording the progress and achievement of each pupil.
6. Time should be taken in planning and organizing physical education programs.
7. School boards should provide adequate playground and equipment for physical education.
8. More research in this area is needed.

Appendix I

WEAR ATTITUDE INVENTORY

Directions — Please read carefully: Below you will find some statements about physical education. We would like to know how you feel about each statement. You are asked to consider physical education only from the standpoint of its place as an activity course taught during a regular class period. No reference is intended in any statement to interscholastic or intramural athletics. People differ widely in the way they feel about each statement. There are no right or wrong answers.

You have been provided with a separate answer sheet for recording your reaction to each statement. Read each statement carefully, go to the answer sheet, and opposite the number of the statement place and "X" in the square which is under the word (or words) that best expresses your feeling about the statement. After reading a statement you will know at once, in most cases, whether you agree or disagree,

with statement. If you agree, then decide whether to place an "X" under "agree" or "strongly agree". If you disagree, then decide whether to place the "X" under "disagree" or "strongly agree". In case you

are undecided (or neutral) concerning your feeling about the statement, then place an "X" under "undecided." Try to avoid plac-

ing an "X" under "undecided" in very many instances. Wherever possible, let your

own personal experience determine your

answer. Work rapidly, do not spend much time on any statement. This is not a test,

but simply a survey to determine how people feel about physical education. Your answers

will in no way affect your grade in any course.

In fact, we are not interested in connecting

any person with any paper --- so please answer each statement as you actually feel about it.

Be sure to answer each statement.

10. Physical education Appendix II
it does good.

ATTITUDE SCALE (FORM A)

11. Associating with others in some physical education

1. If for any reason a few subjects have to be dropped
12. from the school program, physical education should
be one of the subjects dropped. *it will make no difference*
2. Physical education activities provide no opportunities
13. for learning to control the emotions. *and the person*
3. Physical education is one of the more important sub-
14. jects in helping to establish and maintain desirable
social standards. *the time consumed*
4. Vigorous physical activity works off harmful emotional
tensions. *the enrichment of living*
5. I would take physical education only if it were re-
quired. *making care of their daily work*
6. Participation in physical education makes no contri-
bution to the development of poise.
7. Because physical skills loom large in importance in
youth, it is essential that a person be helped to
acquire and improve such skills. *ag.*
8. Calistenics taken regularly are good for one's general
health. *people to attempt to surpass each other in many*
9. Skills in active games or sports is not necessary for
20. leading the fullest kind of life. *and activities make*
for a more wholesome outlook on life.

10. Physical education does more harm physically than it does good.
11. Associating with others in some physical education activity is fun.
12. Physical education classes provide situations for the formation of attitudes which will make one a better citizen.
13. Physical education situations are among the poorest for making friends.
14. There is not enough value coming from physical education to justify the time consumed.
15. Physical education skills make worthwhile contributions to the enrichment of living.
16. People get all the physical exercise they need in just taking care of their daily work.
17. All who are physically able will profit from an hour of physical education each day.
18. Physical education makes a valuable contribution toward building up an adequate reserve of strength and endurance for everyday living.
19. Physical education tears down sociability by encouraging people to attempt to surpass each other in many of the activities.
20. Participation in physical education activities makes for a more wholesome outlook on life.

21. Physical education adds nothing to the improvement of social behavior.
22. Physical education class activities will help to relieve and relax physical tensions.
23. Participation in physical education activities helps a person to maintain a healthful emotional life.
24. Physical education is one of the more important subjects in the school program.
25. There is little value in physical education as far as physical well-being is concerned.
26. Physical education should be included in the program of every school.
27. Skills learned in a physical education class do not benefit a person.
28. Physical education provides a situation for developing desirable character qualities.
29. Physical education makes for more enjoyable living.
30. Physical education has no place in modern education.

Appendix III

Strongly
Disagree

ATTITUDE SCALE (FORM A) ANSWER SHEET

Strongly
Disagree

Disagree

Undecided

Agree

Strongly
Agree

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Appendix III Continued

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix III Continued

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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|-----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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